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ABSTRACT

This is the twentieth in a set of 36 teacher guides to the Entrepreneurial Training modules and accompanies CE 031 068. The purpose of this module is to give students some idea of what it is like to own and operate a software design company. Following an overview are general notes on use of the module. Suggested steps for module use contain suggestions on introducing the module, a brief discussion of the nine units, responses to learning activities, suggestions for summarizing the module, and responses to the quiz. The units are Planning a Software Design Company; Choosing a Location; Getting Money to Start; Being in Charge; Organizing the Work; Setting Prices; Advertising and Selling; Keeping Financial Records; and Keeping Your Business Successful. Each unit contains a case study; responses to individual activities; responses to discussion questions; and a group activity. Suggested readings for the teacher and a list of goals and objectives complete the module. (CT)

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Entrepreneurship Training Components

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GETTING DOWN TO BUSINESS:

Software Design Company

Module 20

Teacher Guide

ED230069

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GETTING DOWN TO BUSINESS:

Software Design Company

Norma Shapiro

May 1981

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OVERVIEW

The purpose of these Getting Down to Business modules is to provide high school students in vocational classes with an introduction to the career option of small business ownership and to the management skills necessary for successful operation of a small business. Developed under contract to the Office of Vocational and Adult Education, U.S. Department of Education, the materials are designed to acquaint a variety of vocational students with entrepreneurship opportunities and to help reduce the high failure rate of small businesses.

As the students become familiar with the rewards and demands of small business ownership, they will be able to make more informed decisions regarding their own interest in this career possibility. It is hoped that, as a result of using these materials, some students will enter small business ownership more prepared for its challenges. Others will decide that entrepreneurship is not well suited to their abilities and interests, and they will pursue other career paths. Both decisions are valid. The materials will encourage students to choose what is best for them.

These Getting Down to Business modules are designed to be inserted into ongoing high school vocational programs in the seven vocational disciplines--Agriculture, Distributive Education, Occupational Home Economics, Business and Office, Trades and Industry, Technical, and Health. They will serve as a brief supplement to the technical instruction of vocational courses, which prepare students well for being competent employees but which generally do not equip them with skills related to small business ownership. The modules are self-contained and require a minimum of outside training and preparation on the part of instructors. Needed outside resources include only those types of materials available to all students, such as telephone directories, newspapers, and city maps. No special texts or reference materials are required. For further optional reading by instructors, additional references are listed at the end of the Teacher Guide. An annotated Resource Guide describing especially valuable entrepreneurship-related materials is also available.

The purpose of this module is to give students some idea of what it is like to own and operate a software design company. Students will have an opportunity to learn about the kinds of activities and decisions a software design company owner is involved in every day. While the module is not a complete "how-to" manual, the individual lessons will provide your class with the chance to practice many of these activities and decisions.

Today, owners of small businesses face many problems--some minor, some not so easily taken care of. These problems are reflections of the changes our society is going through. While this module cannot address itself to all of them, the discussion questions at the end of each unit are designed to give students an opportunity to explore possible solutions.

You may want to present this module after completing Module 1, Getting Down to Business: What's It all About? Module 1 is a 16-hour program covering a more in-depth approach to owning any small business. The terms introduced in Module 1 are used in this module with a restatement of their definitions. Also, the forms used are the same, with some minor changes to fit a software design company specifically. Module 1 provides an introduction to owning a small business in addition to some skills and activities that, due to their general nature, are not covered in this module.

Content Organization

Each unit of the module contains the following:

1. Divider Page--a list of what the student should be able to do at the end of that unit.

2. Case Study--an account of a business owner in the field.

3. Text--three to four pages outlining business management principles introduced in the case study but focused more on the student.

4. Learning Activities--three separate sections, including:

   a. Individual Activities--finding information given in the text or applying information in the text to new situations.

   b. Discussion Questions--considering broad issues introduced in the text; several different points of view may be justifiable.

   c. Group Activity--taking part in a more creative and action-oriented activity; some activities may focus on values clarification.

General Notes on Use of the Module

Instructional Time:	Each unit = 1 class period; total class periods	= 9
	Introduction, quiz, summary	= 1
	Total instructional time = 10 class periods	

The case study and text are central to the program's content and are based on the instructional objectives appearing in the last section of this Guide. Learning activities are also linked to these objectives. You will probably not have time, however, to introduce all the learning activities in each unit. Instead, you will want to select those that appear most related to course objectives, are most interesting to and appropriate for your students, and are best suited to your particular classroom setting. Certain learning activities may require extra classroom time and may be used as supplementary activities if desired.

Before presenting the module to the class, you should review both the Student and Teacher Guides and formulate your own personal instructional approach. Depending on the nature of your classroom setting and the students' abilities, you may want to present the case study and text by instructional means that do not rely on students' reading--for example, through a lecture/question-answer format. Case studies and certain learning activities may be presented as skits or role-playing situations.

No particular section of the module is designated as homework, but you may wish to assign certain portions of the module to be completed out of class. You may want students to read the case study and text in preparation for discussion in the next class period, or you may want them to review the material at home after the class discussion. You may also prefer that students read the material in class. Similarly, individual activities may be completed in class or for homework. Discussion questions and group activities are specially intended for classroom use, although some outside preparation by students may also be needed (for example, in the case of visiting a small business and interviewing the owner).

Methods that enhance student interest in the material and that emphasize student participation should be used as much as possible. Do not seek to cover material exhaustively, but view the course as a brief introduction to entrepreneurship skills. Assume that students will obtain more job training and business experience before launching an entrepreneurial career.

The quiz may be used as a formal evaluation of student learning or as a self-assessment tool for students. Answers to learning activities and the quiz are provided in a later section of this guide.

SUGGESTED STEPS FOR MODULE USE

Introduction (10-15 minutes)

I. In introducing this module you will probably want to find out what students already know about the software design business.

- Ask what software design services they know about.
- Ask them what they think the advantages of owning one's own software design company might be.
- Ask them what disadvantages they see.

II. Discuss small businesses briefly. Over 90% of all businesses in the United States are small businesses. In this module we will be dealing with very small businesses, meaning a self-employed owner working alone or with one to four employees. Often small businesses are owned and run by members of a family.

III. Discuss the purposes of the module:

- To increase students' awareness of small business ownership as a career option.
- To acquaint students with the skills and personal qualities software design business owners need to succeed.
- To acquaint students with the kind of work small business owners do in addition to using their vocational skills.
- To expose students to the advantages and disadvantages of small business ownership.

IV. Emphasize that even if students think they lack management aptitudes, some abilities can be developed. If students "turn on" to the idea of small business ownership, they can work at acquiring abilities they don't have.

Also, students who work through this module will have gained valuable insights into how and why business decisions are made. Even if they later choose careers as employees, they will be better equipped to help the business succeed because of their understanding.

Unit 1 - Planning a Software Design Company (1 class period)

I. Case Study: Carol Dubin talks about why she went into business for herself. She describes how much she enjoys designing software and how Slick Software got started.

Text: What Is a Software Design Company?
Who Is the Targeted Market of Your Program Package?
How Is Your Product Going to Be Special?
Will You Like Being the Owner of a Software Company?
Programming Skill--Where Do You Get It?
Business Skill--Where Do You Learn It?
Legal Requirements and Problems

II. Responses to Individual Activities

1. Responses will vary. Possible responses include: Helpful: c, d, g, h, i, j, k, l, m, o, r, s, x, z; Would not matter: e, f, q, u, y; Not helpful: a, b, n, p, t, v, w.

2. Cassette tapes and floppy diskettes are two types of software.

3. The three parts of the program package are the program (for example, the cassette tape); the manual or documentation; and the service agreement.

4. The targeted market is the people the program is intended to serve. It is important to know to whom you are trying to sell your program before you write it so you will include the right content and the right level of difficulty.

5. It is more important to understand the subject about which you are writing than to understand how to program. A good program is based on a sound understanding of the subject matter.

III. Responses to Discussion Questions

1. Carol didn't leave her job because that was too risky. She was not sure that the program she spent so many months to develop would bring in money.

2. There is no steady paycheck, and you have all the responsibility of the business succeeding or failing. You probably will have to work overtime and will have other duties such as keeping records and doing advertising that you may not like.

3. Disadvantages: Computers (the hardware) are changing all the time. Within a very short period all programs may become obsolete. There are no clear-cut copyright or patent laws. Advantages: There is a lot of room for new programs and new businesses. The industry has not yet been taken over by big companies. The computer "network" is still small enough to be understood by one person.

IV. Group Activity

Encourage students to write down as many interesting questions as possible about software design and small business management. Here are some possibilities: How did you get started? How did you find a place to work? How did you get the money to start? What is the most exciting thing that has happened to you? What problems have you had?

If you cannot find a software design business owner, you might consider inviting two speakers--one expert on software design (from a large company) and one "expert" on small business ownership--a local small business owner who sells a technical product or service.

Unit 2 - Choosing a Location (1 class period)

I. Vocabulary: key cities
distraction

Case Study: Carol talks about the disadvantages and advantages of working out of her home.

Text: A Computer Can Go Anywhere
Where Is the Most Action?
What If You Live on a Huge Farm in Kansas?
Can You Eat and Sleep and Program in the Same Place?

II. Responses to Individual Activities

1. a

2. Being distracted, not having enough work space, mixing up your work with other family business, and not being supported by other house members. Students may offer other reasons.

3. You would also have to make room for laying out the manual and mailing your finished package. You would need office space to take care of all the paperwork that comes with owning any small business.

4. Answers will vary. Encourage students to discuss the possibility of working in their home.

III. Responses to Discussion Questions

1. & 2. Allow a lot of time for this activity. You can also discuss what it might mean for students to leave their present city.

IV. Group Activity

You may need to bring in the Yellow Pages, other business directories, and community college catalogs to help students answer their questions.

Unit 3 - Getting Money to Start (1 class period)

I. Vocabulary: investor
net profit
"fudge factor"

Case Study: Carol talks about the costs of starting her business and buying the equipment. She tells how she found money--not from a bank, but through a relative.

Text: The Business Description
Just How Much Money Do You Ask For?
The Fudge Factor
General Office Costs

Other Points to Present:

- The personal résumé would also have to accompany the business description and the statement of financial need. You may want to bring in examples and discuss how to write a good résumé.
- Many people are reluctant to add money that they don't "need" at the moment. You may want to discuss the importance of the "fudge factor."
- Arranging a field trip to a computer store will offer the students an opportunity to see various microcomputers.

II. Responses to Individual Activities

1. & 2. Both the business description and the statement of financial need will vary greatly with students. Both, however, should be based on the guidelines in the text. Encourage students to think about a possible program they would like to create.

III. Responses to Discussion Questions

1. Students should come up with lots of different responses. Possible answers are the friendship gets strained because friends are uncomfortable making clear agreements, or friends may feel obligated to lend money even though they do not feel they want to. Clear agreements and honest communication would help.

2. Encourage students to express their opinions. If students need to get a lot of money to start their business, it would be better (but more difficult) to find investors.

IV. Group Activity

"Prospective business owners" should evaluate themselves on their poise, knowledge about their business, and logical presentation of their plan. "Rich aunts" should analyze whether they asked all the appropriate questions, did a good critical analysis of the information, and made a wise decision about the terms of the loan.

If John's aunt was primarily interested in helping him get started, she would give him a no- or low-interest loan with a long payback period or she would invest in the company for a modest cut of the profits and lose her full investment if it failed. If the aunt was interested in a high return on her investment, she could lend him the money at high interest or ask for a substantial "chunk" of ownership in the company (e.g., 20% of all profits). This would be less attractive to John but might be acceptable if it were the only money source.

Unit 4 - Being in Charge (1 class period)

I. Vocabulary: social security
wages and benefits
negotiable
work references
employment agency

Case Study: Carol talks about hiring people. She discusses wanting to find someone interesting who can do a lot of the layout and design as well as handle user complaints.

Text: Hiring People to Work for You--a Big Change
Who Will Fill Your Needs?--Writing the Job Description
Eeny-Meeny-Miny-WHO?
Training the New People
A Last Word

Optional Points to Present:

- You may want to discuss the difference between a formal and informal office atmosphere.
- There are many other aspects of the employee-employer relationship that you may want to cover--people asking for raises, others quitting, one worker being chronically late. You may want to role play these situations.

II. Responses to Individual Activities

1. Private employment agencies, want ads in newspapers, and business schools.

2. Discuss the disadvantages of having people "drop in" without calling first. It may, on the other hand, be an advantage to have people know your location so they will know how far they will have to travel to get to work.

3. Answers will vary. It is important to Carol because she likes learning about other people and it would make the work day more interesting.

4. Possible discussion topics are: what experience will be helpful, how important is math ability, how important is chronic illness, and can a person in a wheelchair do the work.

III. Responses to Discussion Questions

1. Answers will vary. Discuss how students feel about socializing on the job.

2. Discuss how to tell someone he or she goofed. Most students will have definite ideas about this. Emphasize the importance of being truthful but tactful. Discuss what would happen if you said nothing.

3. Job sharing is becoming more prevalent.
Advantages: Each person would have different skills and experience. You can hire people who are well qualified but can't work full-time.
Disadvantages: There is extra paperwork. There might not be good communication between the employees, and work mix-ups could occur.

IV. Group Activity

Here are some do's and don'ts:

Do--give a warning, and be specific about what you don't like
tell the person why he or she is being fired
give some termination pay
let the person know in private
be nice but firm

Don't--discuss it with anyone else
let the employee talk you out of firing him or her
let the fired employee train his or her replacement

Unit 5 - Organizing the Work (1 class period)

I. Vocabulary: updates (newsletters sent to current users about changes and possible improvements in the program)
format-free data input (input that doesn't require the user to use a particular format)
algorithm
debugging
invoice

Case Study: Carol talks about her day-to-day operations. She tells why she doesn't hand the distribution end over to software publishers.

Text: Writing the Program
Putting the Package Together
Arranging the Distribution
Providing User Service
What the Day Looks Like--the Great Juggling Act

Optional Points to Present:

Good organization comes from experience. You may want to discuss how it is possible to take on too much work. You might also ask students if they would want to be a self-contained company, or if they would rather take on just the programming or just the publishing end of the business.

II. Responses to Individual Activities

1. Define the problems; research the problem; diagram the solution; code the program; test the program.

2. Algorithms are step-by-step procedures for solving mathematical problems. There is no need to be "totally original" in computer programming. If an algorithm exists that can solve a certain programming problem, there is no reason to "reinvent the wheel."

3. Many people will do things "half-right" when they use their program. It is important to know what your program does when this happens. Then you can make necessary adjustments in the program, address the situation in the manual, and know what to tell users when they call you with a problem.

4. Carol does her most creative work in the morning, and it is best that she not be disturbed. The opposite is true for Claudelle. She "thinks" better in the afternoon. Also, it is hard to answer service calls all day; it is a better idea to split them up. (Other answers are also possible.)

5. Magazines have advertising deadlines. If a business doesn't meet them on time, it loses money because people won't read about the product until a later issue.

III. Responses to Discussion Questions

1. If you buy advertising before you are absolutely sure the program package is complete, you may have people asking for your product, and you won't be able to deliver. This creates a bad business image and lots of disappointed customers.

2. When you need to correct programming errors, you will have a complete record of what you have previously done. Also, you'll be able to go back and determine which programming tools were useful. Other answers may be correct.

IV. Group Activity

Students should be able to tell what criteria they used in prioritizing the jobs. Encourage students to defend their answers. In general, numbers 3, 8, and 9 are least vital to the day-to-day operations and can be postponed. Numbers 1 and 4 deal with marketing existing products--Carol's "bread and butter"--and as such are of highest priority. Employees must be paid on time, so #7 should also be high on the list. Next come numbers 2, 5, and 6, which relate to completing and marketing the latest program--also important.

Unit 6 - Setting Prices (1 class period)

I. Case Study: Carol discusses some of the factors that determine price. She compares the software business with the book publishing business.

Text: The Questions to Ask
What Do Others Charge?--What Will the Market Bear?
Who Will Be the Users of This Program?--What Is Your Targeted Market?
What Are Your Expenses?--What Is Your Break-Even Point?
What Will Be Your Arrangements with the Store Owner?
Riding on the Price Elevator

II. Responses to Individual Activities

1. The break-even point is the amount of money the business has to bring in just to cover expenses--with no profit. It can also refer to the number of items (packages) you need to sell before you start making a profit.

2. If your program is just for individuals with personal computers, you can't charge as much as you would for a program designed to help business owners.

3. If you have a good reputation, or if your program does something special or is particularly easy to use, you can charge more for it.

4. The price break is the percentage of the asking or retail price that goes to the store owner.

III. Responses to Discussion Questions

1. Here are a few possibilities: No one is sure what a program is "worth" since it's a creative priece of work. The price doesn't depend as much on the time or the money spent developing it as it does on the market. Also, the industry is so new that there are no guidelines for pricing.

2. Answers will vary. People may not buy a low-priced program because they don't trust "bargains."

IV. Group Activity

If possible, bring in some computer magazines and let students look through them. Business programs will be the most expensive because business owners stand to gain the most financially from their use. Educational programs that can be used in schools may be next in expense.

Unit 7 - Advertising and Selling (1 class period)

I. Vocabulary: flier
publisher
distributor
"trade" magazines
press release
direct mail

Case Study: Carol talks about how difficult it was for her to do advertising and selling.

Text: To Market...to Market
An Ad in the Trade Magazines
The Press Release
Direct Mail
Computer Clubs and Computer Fairs

Additional Points to Present:

You may want to discuss the "image" of any company or product. You may want to discuss the price of different types of advertising. A research project for one or more students would be to write or call the advertising departments of the trade magazines and ask for prices.

II. Responses to Individual Activities

1. a. Create the program and write the user's manual
b. Manufacture the diskette or tape and get the package ready for mailing

c. Sell the package to the computer store
d. Sell it to individual users

2. A computer software publisher

3. A distributor takes your manufactured product and contacts computer store owners. He or she gets paid 10% to 15% of the retail price for doing this.

4. The copy is the words that are used in the ad.

5. A press release is a "birth announcement" of your program that you send to all trade magazines and newspapers.

III. Responses to Discussion Questions

1. You should be able to use the same ads or brochures as you did for Unit 6. You may want to discuss the different parts of the ads and what features of the program the company is emphasizing--speed, ease of use, variety of applications, etc.

2. Students may have interesting answers. Possibilities include trying to get articles published in a regular newspaper, advertising in general magazines rather than the "trades," or even trying to get an interview on a local radio or television station.

IV. Group Activity

This can be a homework assignment, or it may be done in class. Having ads from different computer magazines will help.

Students should include the five main parts in their ads. Ads should be simple, attractive, informative, and "catchy." The illustration should project an image that will appeal to the targeted customers (chessplayers, teachers, small business owners, etc.). The most important information should be most prominent in the ad. Ads should also have a certain amount of "white space." Overly cluttered layouts are unappealing to readers and tend to confuse them regarding what information is important. In summary, ads should be creative and organized.

Unit 8 - Keeping Financial Records (1 class period)

I. Vocabulary: invoice
wholesale price
list price
price break
C.O.D.
credit

Case Study: Carol talks about the importance of keeping records. She discusses the importance of keeping track of different price breaks.

Text: How to Bill a Computer Store
To Give Credit or Not to Give Credit?--That Is the Question
Easy Come, Easy Go--the Daily Cash Sheet

Other Points to Discuss:

The customer billing form and daily cash sheet presented here are simplified versions. You may want to discuss with your students why a business would have forms it uses printed to fit its needs.

II. Responses to Individual Activities

1. Carol doesn't give credit hastily because she wants to be sure to have the money to pay her bills. She extends credit when she is certain the store is reliable.

2. The store would owe Carol $70 for each copy, or a total of $210 for three copies.

3.

CUSTOMER BILLING FORM

Customer: The Total Computer

Payment Due Date: April 30

Date Sent	Amt.	Item	Wholesale Price	Amount Charged	Payment Received	Balance Due
4/10	10	Complete Mailing List	$60	$600		$600

4.

DAILY CASH SHEET Date: April 15			
Cash Receipts		Cash Payments	
Credit Sales	$480	Salaries	$
		Building Expenses	
		Equipment and Furniture	450
		Inventory or Supplies	
		Advertising	25
		Other	
TOTAL CASH RECEIPTS	$480	TOTAL CASH PAYMENTS	$475

III. Responses to Discussion Questions

1. Many students will have experiences of being refused service because of their age, ethnic background, etc. If students feel comfortable, have them share those experiences. Being refused credit can cause feelings of alienation and anger.

2. Opinions will vary. Carol could always opt for a compromise and take a small order from the store. She should also look at her own cash flow situation. If she is short of cash to pay her bills, she should probably forget the order.

IV. Group Activity

Some examples are: payroll accounts, accounts receivable, state and federal tax forms, and employee benefit forms such as medical insurance.

Unit 9 - Keeping Your Business Successful (1 class period)

I. Vocabulary: "in the red"
"in the black"
profit ratio
profit/loss statement
expenses
revenue

Case Study: Carol talks about her profit/loss statement. She discusses how she decided on a new product.

Text: The Profit/Loss Statement
Adding New Products

II. Responses to Individual Activities

1. a. The net profit the first year was $17,000, and for the second year it was $24,000.
   b. The profit ratio was 34% the first year and 40% the second year.
   c. The expense ratio the first year was 46% and 40% the second year.

2. The profits and the profit ratio were higher in Year 2. Therefore, the second year was a better one.

3. Add new products, increase sales, raise prices, lower expenses.

III. Responses to Discussion Questions

1. If a person has a particularly good reputation as a consultant, $300 is inexpensive for finding out how to improve the business.

2. If Carol enjoys her work and has a good plan for raising her profit ratio next year, she should keep her business going and try to explain her reasoning to Herb. If he persists in wanting her to quit, she should consider how disruptive this will be to her home.

3. Encourage students to think about what it might be like to feel that people have judged you on the basis of race. Carol may lack confidence with distributors if she feels that people do not look favorably on female entrepreneurs.

IV. Group Activity

This activity is designed to help students evaluate their interest in computer software entrepreneurship. Ask students how their ideas have changed.

Summary (30 minutes)

If desired, the Quiz may be given prior to summarizing the module and doing wrap-up activities.

Emphasize major points of the module such as:

- Running a software design company is a small business opportunity for a person interested in computer programming, but it must be planned and located carefully to be successful.

- Previous programming and business experience and a clear understanding of the targeted market of your program package are helpful qualities for a software design company owner to have.

- Hiring and keeping top quality programming staff is a key part of running the business well.

- Keeping the customers--businesses, private individuals, etc.--satisfied with your service is also vitally important.

- The needs of your customers and programmers may change over time. Knowing how to analyze the business and to make necessary changes are important ways to keep the business successful.

Remind students that their participation in this module was intended as an awareness activity so they could consider entrepreneurship as a career option. Their introduction to the skills required for successful small business management has been brief. They should not feel that they are now prepared to go out, obtain a loan, and begin their own business. More training and experience are necessary. You can suggest at least these ways of obtaining that experience: one way is to work in the business area in which they would eventually want to have their own venture; another is to go to school (community colleges are starting to offer AA degrees in entrepreneurship).

This is a good time to get feedback from the students as to how they would rate their experience with the module. Could they identify with the characters portrayed in the case studies? How do they feel about the learning activities?

If possible, use a final wrap-up activity to help students apply what they have learned in the module. Possible ideas include the following.

- Have students discuss or write about how they feel about owning a software design company, now that they know more about it. If time runs short, students could do this on their own time as a means of self-assessment.

- Use one or more of the Group Activities that were not done earlier. (The first one, in Unit 1, "Visit to Class By a Computer Programmer," might be particularly appropriate.) Feel free to combine, expand, and adapt the activities so that students can consider a more complete picture of running a software design company.

Quiz (30 minutes)

The quiz may be used as an assessment instrument or as an optional study tool for students. If you wish to use the quiz for study purposes, duplicate and distribute the answer key to students. In this case, student achievement may be assessed by evaluating the quality of students' participation in module activities.

Quiz Answer Key

1. Possible responses include computer games; business programs; and educational programs.

2. c

3. Possible responses include: writing the program; writing the user's manual; producing the diskette or tape and user's manual; finding customers (computer stores or individuals); and providing service to users.

4. Possible responses include: knowledge of programming; knowledge of ths subject area for which programs are being written; and skill in managing a business (bookkeeping, advertising, etc.).

5. c

6. a

7. a

8. Total starting expenses; total money on hand; total loan money needed

9. a

10. c

11. b

12. Possible responses include: a microcomputer; furniture and other equipment; rental and utility deposits; and advertising.

13. b

14. a

15. a

16. d

17. a

18. a

19. b

20. Possible responses include: bring in more customers; do more advertising; raise or lower prices; offer new products and services; and buy additional equipment.

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GOALS AND OBJECTIVES

Goal 1: To help you plan your software design company.

Objective 1: Describe the product and market of a software design company.

Objective 2: List three personal qualities the owner might have.

Objective 3: List three qualities that will make your programs sell.

Objective 4: List two of the legal requirements you might have to consider before opening.

Goal 2: To help you choose a good location for your company.

Objective 1: List two advantages in living near cities that are computer centers.

Objective 2: List two advantages and disadvantages to working out of your home.

Objective 3: Decide whether your home would be a good place to start your company.

Goal 3: To help you plan how to get money for your company.

Objective 1: Write a business description for your business.

Objective 2: Fill out a form showing how much money you will need.

Goal 4: To help you choose the people who work for you.

Objective 1: List the information needed on a job description.

Objective 2: Choose the best person to work at your service from a list of three.

Objective 3: List two ways to put your new employees at ease.

Goal 5: To help you organize the work of your software design company.

Objective 1: List the five steps in designing a program.

Objective 2: List three factors in deciding on a work schedule.

Goal 6: To help you set prices for your programs.

Objective 1: List three things to consider in setting prices for your programs.

Objective 2: List two reasons to charge higher prices.

Goal 7: To help you learn different ways to advertise your business.

Objective 1: List the five steps in getting a program into the hands of the user.

Objective 2: Pick a good way to advertise computer programs.

Objective 3: Design a trade magazine ad for a program.

Goal 8: To help you learn how to keep financial records for your company.

Objective 1: Fill out a bill for a customer.

Objective 2: Fill out a daily cash sheet that records money coming in and going out of the business.

Goal 9: To help you learn how to keep your business "in the black."

Objective 1: Figure out the net profit, profit ratio, and expense ratio after being given a specific business situation.

Objective 2: State one way to increase profits in a business that is losing money.

Objective 3: State one way to increase the number of clients you have by changing or improving your service.

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